

Universal Positive Behavior Supports Classroom Strategies Self-Assessment

1. What is your attention signal? When do you use it?
2. What are your classroom rules?
3. What is the routine/procedure to gain assistance?
4. What are the consequences for appropriate behavior?
5. What are the consequences for inappropriate behavior?
6. What is the routine/procedure for the start of class?
7. What is the routine/procedure for working in groups?
8. What is the routine/procedure for working independently?
9. What is the routine/procedure for obtaining materials/supplies?
10. What is the routine/procedure for personal belongings (e.g. hats, coats)?
11. What is the routine/procedure for entering/exiting the classroom?
12. How many students in the classroom read below grade level? above grade level?
13. How many students in the classroom have a disability for which they receive IEP services?

Which of the above items must be developed as part of the classroom universal positive behavior support plan?

1 _____	5 _____	9 _____
2 _____	6 _____	10 _____
3 _____	7 _____	11 _____
4 _____	8 _____	

Physical Space: Is physical space organized to allow access to instructional materials?	L	M	H
• Work centers are easily identified and correspond with instruction	1	2	3
• Traffic flow minimizes physical contact between peers and maximizes teacher mobility	1	2	3
Attention: Does the teacher gain the attention of the students prior to instruction?	L	M	H
• A consistent and clear attention signal is used across instructional contexts	1	2	3
• Uses a variety of techniques to gain, maintain, and regain student attention to task.	1	2	3
Time: Does the teacher initiate instructional cues and materials to gain, maintain, and regain student attention?	L	M	H
• Materials are prepared and ready to go.	1	2	3
• Pre-corrects are given prior to transitions.	1	2	3
• Common intrusions are anticipated and handled with a consistent procedure. Unexpected intrusions are minimized with an emphasis on returning to instruction.	1	2	3
• Down-time (including transitions) is minimal	1	2	3
Behavior Management: Does the teacher have universal systems of PBS in place?	L	M	H
• Rules are posted	1	2	3
• Rules are referred to at appropriate times	1	2	3
• Students receive verbal praise for following rules	1	2	3
• Corrections are made by restating the rule/expectation and stating the appropriate replacement behavior.	1	2	3
• Continuum of consequences for encouraging expected behaviors	1	2	3
• Continuum of consequences for discouraging expected behaviors	1	2	3
• Maintains a 4:1 ratio of positive to negative statements	1	2	3
Routines: Does the teacher have procedures and routines that are clear and consistently followed?	L	M	H
• Start of class	1	2	3
• Working in groups	1	2	3
• Working independently	1	2	3
• Special events (movies, assemblies, snacks, parties)	1	2	3
• Obtaining materials and supplies	1	2	3
• Using equipment (e.g. computer, tape players)	1	2	3
• Managing homework and other assignments	1	2	3
• Personal belongings (e.g. coats, hats)	1	2	3
• Entering/exiting classroom (e.g. using restroom/drinking fountain, going to library, moving around room)	1	2	3